



**MI Access**  
Michigan's Alternate Assessment Program

FALL 2006

## DISTRICT IDENTIFICATION SHEET

### Directions

#### TO COMPLETE:

1. Verify all preprinted information. If the preprinted district name and/or code is incorrect, please ask your district SRSD coordinator to notify CEPI of any changes.
2. If the preprinted information for the District MI-Access Coordinator is incorrect, please change it in the MI-Access Online System. If you have misplaced your link and password, send an e-mail message or call the MI-Access Toll-free Hotline as indicated below.
3. Mark whether the assessment results should be returned to the District Superintendent or the District MI-Access Coordinator.
4. Verify that the preprinted code is correct.

TURN THE SHEET OVER AND COMPLETE AS DIRECTED.

#### TO RETURN:

- Return to BETATA/ASA, the MI-Access contractor. (See instructions on the *Return of Materials* Packet and in the *Coordinator and Assessment Administrator Manual*.)

### MARKING INSTRUCTIONS



#### USE A NO. 2 PENCIL.

Use a No. 2 pencil only.  
Make solid marks that fill the response completely.  
Make no stray marks on this form.

**CORRECT:** **INCORRECT:**

## DISTRICT IDENTIFICATION SHEET

### 1. DISTRICT NAME AND STATE-ASSIGNED CODE

DISTRICT NAME: \_\_\_\_\_

DISTRICT CODE: \_\_\_\_\_

### 2. DISTRICT MI-ACCESS COORDINATOR INFORMATION

This is the District MI-Access Coordinator information that is on file in the MI-Access Online System. If it is incorrect, the MI-Access Online System must be used to update information. MAKE NO CHANGES BELOW.

District MI-Access Coordinator: \_\_\_\_\_

Phone: \_\_\_\_\_

E-mail: \_\_\_\_\_

### BETATA/ASA USE ONLY

<input type="radio"/> DID-M	<input type="radio"/> DID-NC	<input type="radio"/> SID-M	<input type="radio"/> SID-NC	<input type="radio"/> TID-M	<input type="radio"/> TID-NC	<input type="radio"/> PCS	<input type="radio"/> NOMAT	<input type="radio"/> MB	<input type="radio"/> DNP	<input type="radio"/> A
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### 4. DISTRICT CODE

Verify District Code	0	0	0	0	0	0	0	0	0	0
<input type="radio"/>	0	0	0	0	0	0	0	0	0	0
<input type="radio"/>	1	1	1	1	1	1	1	1	1	1
<input type="radio"/>	2	2	2	2	2	2	2	2	2	2
<input type="radio"/>	3	3	3	3	3	3	3	3	3	3
<input type="radio"/>	4	4	4	4	4	4	4	4	4	4
<input type="radio"/>	5	5	5	5	5	5	5	5	5	5
<input type="radio"/>	6	6	6	6	6	6	6	6	6	6
<input type="radio"/>	7	7	7	7	7	7	7	7	7	7
<input type="radio"/>	8	8	8	8	8	8	8	8	8	8
<input type="radio"/>	9	9	9	9	9	9	9	9	9	9

### 3. RETURN RESULTS TO:

District Superintendent  
 District MI-Access Coordinator

If you have any questions after reviewing the *Coordinator and Assessment Administrator Manual*, call the MI-Access Toll-free Hotline at 1-888-382-4246 or send an e-mail message to [mi-access@tasa.com](mailto:mi-access@tasa.com).



# DISTRICT IDENTIFICATION SHEET

## Directions (continued)

5. Verify the information preprinted below. Add the name and code of any participating school that is not listed. If you need additional lines, use the *District Continuation Sheet(s)*. Each preprinted school name and code on this form must match those on the *School Identification Sheets* submitted with the completed student scan documents.
  6. Transfer the number of *Teacher Return Envelopes* submitted for each school by taking the number in Section 6 of the *School Identification Sheet* and placing it in Column 6 below. After transferring the numbers for each school, total Column 6.
  7. Verify and then transfer the number of completed student scan documents submitted for each school by taking the number in Section 7 of the *School Identification Sheet* and placing it in Column 7 below. After transferring the numbers for each school, total Column 7.

5. School Name and School Code	6. No. of Teacher Return Envelopes	BETA/TASA USE ONLY	7. No. of Completed Student Scan Documents	BETA/TASA USE ONLY
			Participation, Supported Independence, and Functional Independence	
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
	TOTAL no. of envelopes:		TOTAL no. of scan documents:	

